



Inglés

**LISTADO DE OBJETIVOS Y CONTENIDOS QUE SE
MEDIRÁN EN LAS PRUEBAS DE CERTIFICACIÓN
DEL PROGRAMA:**

- ◆ **III Ciclo de la Educación General Básica Abierta**

Este documento está elaborado con base en los programas de estudio del Ministerio de Educación Pública, consta de objetivos, contenidos y distribución de ítems respectivamente. Es una guía para los postulantes del programa III Ciclo de la Educación General Básica Abierta.

Rige a partir de la convocatoria 01-2016

**DISTRIBUTION OF ITEMS BASED ON OBJECTIVES AND CONTENTS
 LEVEL: TÉRRABA**

Cognitive target 1. Exchange greetings, leave takings and introductions

| Objectives | Contents | Number of items |
|---|---|-----------------|
| 1. Recognizing the script of a text. 2. Beginning to predict meaning through the use of context. | <ul style="list-style-type: none"> • Greetings: <ul style="list-style-type: none"> ✓ Hello/Hi. ✓ How do you do? ✓ Good morning/afternoon/evening. • Introductions: <ul style="list-style-type: none"> ✓ I'd like to introduce you to ✓ This is • Leave takings: <ul style="list-style-type: none"> ✓ See you. ✓ Bye. • Vocabulary related to this topic | 6 |

Cognitive target 2. Identification of oneself to others

| Objectives | Contents | Number of items |
|--|---|-----------------|
| 1. Understanding simple vocabulary and expressions presented in context. | <ul style="list-style-type: none"> • Personal information: <ul style="list-style-type: none"> ✓ My name is ✓ I'm ✓ I live in ✓ My phone number is ✓ What's her/his phone number? ✓ How do you spell her/his name? • Vocabulary related to this topic | 6 |

| Cognitive target 3. Directions or instructions | | |
|---|---|-----------------|
| Objectives | Contents | Number of items |
| 1. Understanding simple words presented in a familiar context. 2. Understanding short phrases presented in a familiar context. 3. Understanding the gist. | <ul style="list-style-type: none"> • Everyday instructions: <ul style="list-style-type: none"> ✓ Take the pencil. ✓ Go down to number ✓ May I? ✓ Would you mind? ✓ Could you please? • The numbers. • Vocabulary related to this topic. | 5 |

| Cognitive target 4. Classroom objects | | |
|--|---|-----------------|
| Objectives | Contents | Number of items |
| 1. Understanding short phrases presented in a familiar context. 2. Responding to written or visual stimuli. | <ul style="list-style-type: none"> • What questions. • This/these, that/those. • Yes-no questions: <ul style="list-style-type: none"> ✓ Is it a pen? ✓ Are they pens? • Classroom objects. • Vocabulary related to this topic. | 8 |

| Cognitive target 5. Location of people and objects | | |
|--|---|-----------------|
| Objectives | Contents | Number of items |
| 1. Responding to written or visual stimuli. | <ul style="list-style-type: none"> • Information questions: <ul style="list-style-type: none"> ✓ Who's sitting next to ✓ Where is the • Locating people and things: <ul style="list-style-type: none"> ✓ Left/right, behind, in front of, across from..... • Vocabulary related to this topic. | 8 |

| Cognitive target 6. Description of something | | |
|---|---|-----------------|
| Objectives | Contents | Number of items |
| 1. Understanding the gist of short sentences. | <ul style="list-style-type: none"> • Description of objects: <ul style="list-style-type: none"> ✓ Size, shape, color, material. • Information questions: <ul style="list-style-type: none"> ✓ What color is it/are they? ✓ What is it/are they made of? • Yes/no questions: <ul style="list-style-type: none"> ✓ Is it ✓ Are they • Vocabulary related to this topic. | 8 |

| Cognitive target 7. Goods and services | | |
|--|--|-----------------|
| Objectives | Contents | Number of items |
| <ol style="list-style-type: none"> 1. Understanding explicitly stated information. 2. Understanding public notices and signs. | <ul style="list-style-type: none"> • Offering, accepting and refusing goods and services: <ul style="list-style-type: none"> ✓ Can I help? ✓ What can I do for you? • Locating places: <ul style="list-style-type: none"> ✓ Excuse me, where's the? ✓ Where can I get to.....? • Vocabulary related to this topic. | 8 |
| Cognitive target 8. Instructions | | |
| Objectives | Contents | Number of items |
| <ol style="list-style-type: none"> 1. Understanding explicitly stated information. 2. Understanding public notices, signs and procedures. 3. Understanding the gist of short sentences. | <ul style="list-style-type: none"> • Giving and following instructions: <ul style="list-style-type: none"> ✓ Plug it/unplug it. ✓ Put water into the pitcher. • Using sequences: <ul style="list-style-type: none"> ✓ First, second, next, then, among others. • Vocabulary related to this topic. | 6 |
| Total number of items | | 55 |

**DISTRIBUTION OF ITEMS BASED ON OBJECTIVES AND CONTENTS
LEVEL: UJARRAS**

Cognitive target 1. Identification of family members and partner's relatives

| Objectives | Contents | Number of items |
|--|--|-----------------|
| <ol style="list-style-type: none"> 1. Deducing the meaning and use of unfamiliar lexical items. 2. Understanding a range of written materials. | <ul style="list-style-type: none"> • Family relationships: <ul style="list-style-type: none"> ✓ Her brother is my ✓ My mother's sister is my ✓ This/that is..... ✓ These/those are • Asking about people and their family: <ul style="list-style-type: none"> ✓ How many do you have? ✓ How old? ✓ Who? • Vocabulary related to this topic. | 6 |

Cognitive target 2. Description of people's physical appearance

| Objectives | Contents | Number of items |
|--|---|-----------------|
| <ol style="list-style-type: none"> 1. Understanding short texts and dialogues made up of familiar language. 2. Skimming. | <ul style="list-style-type: none"> • Description of people: <ul style="list-style-type: none"> ✓ He's got big brown eyes. ✓ She's got green eyes. • Asking for what people look like: <ul style="list-style-type: none"> ✓ What does he/she look like? ✓ What's she like? • Physical characteristics: <ul style="list-style-type: none"> ✓ Wavy hair. Height. Slim. Tall. Body parts. • Vocabulary related to this topic. | 6 |

| Cognitive target 3. Comparison of people's physical features and personality traits | | |
|---|--|-----------------|
| Objectives | Contents | Number of items |
| <ol style="list-style-type: none"> 1. Understanding information when not explicitly stated. 2. Scanning to locate specifically required information. 3. Understanding a range of written material. 4. Identifying main points and personal responses. | <ul style="list-style-type: none"> • Comparing people: <ul style="list-style-type: none"> ✓ My mom is tall but my dad is short. ✓ is the youngest. ✓ is as smart as ✓ She is taller than him. • Asking about people's characters: <ul style="list-style-type: none"> ✓ Who is the oldest? • Vocabulary related to this topic. | 6 |
| Cognitive target 4. Relevant characteristics of the means of transportation | | |
| Objectives | Contents | Number of items |
| <ol style="list-style-type: none"> 1. Deducing the meaning and use of unfamiliar lexical items. 2. Extracting relevant specific information from texts, simple brochures and other forms of continuous writing. 3. Skimming. 4. Scanning to locate specifically required information. | <ul style="list-style-type: none"> • Means of transportation: <ul style="list-style-type: none"> ✓ Schedules. ✓ Prices. ✓ Convenience. • Asking for information about means of transportation: <ul style="list-style-type: none"> ✓ What's faster/better/more comfortable? ✓ How much does the ticket cost? • The time: <ul style="list-style-type: none"> ✓ What time is the next? ✓ It leaves at ✓ When is the next train to? • Vocabulary related to this topic. | 7 |

Cognitive target 5. Personal travel plans

| Objectives | Contents | Number of items |
|---|---|-----------------|
| 1. Extracting relevant specific information from such texts as simple brochures, guidelines, letters and other forms of continuous writing. 2. Understanding a variety of texts that include familiar language in unfamiliar context. 3. Using reference materials. | <ul style="list-style-type: none"> • Making travel plans: <ul style="list-style-type: none"> ✓ I'd ✓ I will..... ✓ I prefer • Asking for and giving information about travel plans: <ul style="list-style-type: none"> ✓ When do you plan to leave? ✓ Who's going with you? ✓ How often does it take to? • Vocabulary related to this topic | 6 |

Cognitive target 6. Acceptance and refusal of goods and services

| Objectives | Contents | Number of items |
|--|--|-----------------|
| 1. Understanding explicitly stated information. 2. Understanding public notices, signs, ads, etc. | <ul style="list-style-type: none"> • Asking for goods and services: <ul style="list-style-type: none"> ✓ Can I help you? ✓ What can I do for you? • Locating goods and services: <ul style="list-style-type: none"> ✓ Where can I get/buy? ✓ How can I get to? • Vocabulary related to this topic. | 6 |

| Cognitive target 7. Likes, dislikes and preferences | | |
|---|--|-----------------|
| Objectives | Contents | Number of items |
| <ol style="list-style-type: none"> 1. Deducing the meaning of unfamiliar lexical items. 2. Understanding short texts and dialogues made up of familiar language. 3. Extracting relevant specific information from such texts as simple brochures, guidelines, letter and other forms of continuous writing. 4. Understanding a variety of texts that include familiar language in unfamiliar context. | <ul style="list-style-type: none"> • Likes, dislikes and preferences: <ul style="list-style-type: none"> ✓ I want/like/prefer to ✓ I don't like • Action words: Play, run, jump, swim. • Expressing preferences: <ul style="list-style-type: none"> ✓ We always play soccer on weekends. • Vocabulary related to this topic. | 6 |
| Cognitive target 8. Give and follow directions | | |
| Objectives | Contents | Number of items |
| <ol style="list-style-type: none"> 1. Deducing the meaning and use of unfamiliar lexical items. 2. Understanding information when not explicitly stated. 3. Skimming/scanning to locate specifically required information. | <ul style="list-style-type: none"> • Asking for and giving directions: <ul style="list-style-type: none"> ✓ Excuse me, where is the? It is in front of/next to • Reading maps: • Understanding addresses: <ul style="list-style-type: none"> ✓ Walk straight ahead. ✓ Get to the next corner. • Vocabulary related to this topic. | 6 |

| Cognitive target 9. Occupations | | |
|---|--|-----------------|
| Objectives | Contents | Number of items |
| <ol style="list-style-type: none"> 1. Deducing the meaning and use of unfamiliar lexical items. 2. Understanding a range of written materials. 3. Understanding a variety of texts that include familiar language. | <ul style="list-style-type: none"> • Identifying occupations: <ul style="list-style-type: none"> ✓ My is a, but my is a • Describing what people do: <ul style="list-style-type: none"> ✓ She/he has to ✓ Who wakes up early in the morning to milk cows? • Vocabulary related to this topic. | 6 |
| Total number of items | | 55 |

Notas importantes:

✓ Los siguientes objetivos y contenidos se tomarán en cuenta dentro de cada lectura de la prueba:

◆ **MEANING OF WORDS ACCORDING TO A GIVEN CONTEXT.**

| Objectives | Contents |
|--|---|
| <ol style="list-style-type: none"> 1. Seeking for information and opinions in simple terms. 2. Deducing the meaning and use of unfamiliar lexical items. 3. Using reference material. | <ul style="list-style-type: none"> • Meaning of words • Function of words |

◆ **GRAMMATICAL FUNCTIONS OF WORDS.**

| Objectives | Contents |
|--|--|
| <ol style="list-style-type: none"> 1. Using reference material. | <ul style="list-style-type: none"> • Functions of words: <ul style="list-style-type: none"> ✓ Adjectives. ✓ Adverbs. ✓ Nouns. ✓ Verbs. ✓ Articles, among others. |

**DISTRIBUTION OF ITEMS BASED ON OBJECTIVES AND CONTENTS
 LEVEL: ZAPANDÍ**

Cognitive target 1. Sports and leisure activities

| Objectives | Contents | Number of items |
|--|--|-----------------|
| 1. Identifying points and some details of short stories and factual texts. 2. Using context to deduce the meaning of unfamiliar language. | <ul style="list-style-type: none"> • Sports and games: • Asking for and giving information: <ul style="list-style-type: none"> ✓ Do you like to.....? ✓ Can you play.....? • Identifying and classifying sports: <ul style="list-style-type: none"> ✓ What kind of do you need? ✓ Where is played? • Vocabulary related to this topic. | 8 |

Cognitive target 2. Life and achievement of famous athletes and musicians

| Objectives | Contents | Number of items |
|---|--|-----------------|
| 1. Identifying points of view. 2. Deducing the meaning of unfamiliar language in a variety of texts using context and grammatical understanding. | <ul style="list-style-type: none"> • Athletes and musicians: <ul style="list-style-type: none"> ✓ Achievements. ✓ Biographies. • Asking for and giving information: <ul style="list-style-type: none"> ✓ What does she/he play? ✓ Who is she? ✓ was born in • Vocabulary related to this topic. | 8 |

| Cognitive target 3. Operations of electrical equipment | | |
|---|--|-----------------|
| Objectives | Contents | Number of items |
| <ol style="list-style-type: none"> Identifying important themes, including ideas, opinions and emotions as expressed. Identifying and noting main points and specific details in texts with familiar language and context | <ul style="list-style-type: none"> Giving instructions: <ul style="list-style-type: none"> ✓ Turn off, plug in, unplug, insert. Asking for information: <ul style="list-style-type: none"> ✓ Do you know how to.....? ✓ Would you tell me Identifying and describing electrical appliances. Vocabulary related to this topic. | 7 |

| Cognitive target 4. Transportation, quality, and use | | |
|--|--|-----------------|
| Objectives | Contents | Number of items |
| <ol style="list-style-type: none"> Drawing conclusions from extended texts. Identifying points and some details of short stories and factual texts. Identifying points of view. | <ul style="list-style-type: none"> Comparing means of transportation: <ul style="list-style-type: none"> ✓ Buses are cheaper than ✓ The most expensive is the Asking for and giving information about means of transportation: <ul style="list-style-type: none"> ✓ How can I go to ✓ Is there a bus to ✓ What time does the to leave? Vocabulary related to this unit. | 8 |

| Cognitive target 5. Computers and technology today in our lives | | |
|--|--|-----------------|
| Objectives | Contents | Number of items |
| <ol style="list-style-type: none"> 1. Drawing conclusions from extended texts. 2. Identifying and noting main points and some details of short stories and factual texts. 3. Identifying important themes, including ideas, opinions and emotions as expressed. | <ul style="list-style-type: none"> • Advantages and disadvantages of computers: <ul style="list-style-type: none"> ✓ A computer helps me if I want to ✓ The advantages to having a computer are • Comparing the past, present and future. • Identifying the parts of a computer and its functions: <ul style="list-style-type: none"> ✓ The hard disk • Vocabulary related to this topic. | 8 |

| Cognitive target 6. Natural resources and the promotions of conservation | | |
|--|---|-----------------|
| Objectives | Contents | Number of items |
| <ol style="list-style-type: none"> 1. Identifying main points and some details of short stories and factual texts. 2. Identifying important themes, including ideas, opinions and emotions as expressed. | <ul style="list-style-type: none"> • Natural resources, conservation, regulations, sustainability. • Asking for and giving information about natural resources: <ul style="list-style-type: none"> ✓ What, who, when, where, how often. • Giving suggestions: <ul style="list-style-type: none"> ✓ We ought to ✓ It should be done ✓ I must ✓ They ought to • Vocabulary related to this unit. | 8 |

| Cognitive target 7. Causes, effects, and prevention of environmental pollution | | |
|--|--|-----------------|
| Objectives | Contents | Number of items |
| <ol style="list-style-type: none"> 1. Identifying main points and some details of short stories and factual texts. 2. Identifying important themes, including ideas, opinions and emotions as expressed. 3. Using context to deduce the meaning of unfamiliar language. | <ul style="list-style-type: none"> • Pollution: <ul style="list-style-type: none"> ✓ Causes, effects, and prevention. • Identifying and analyzing environmental issues: <ul style="list-style-type: none"> ✓ was caused by ✓ is produced by ✓ is polluting • Asking for and giving information. • Vocabulary related to this unit. | <p>8</p> |
| Total number of items | | 55 |

Notas importantes:

✓ Los siguientes objetivos y contenidos se tomarán en cuenta dentro de cada lectura de la prueba:

◆ **ROOTS, SUFFIXES, AFFIXES AND PREFIXES.**

| Objectives | Contents |
|--|---|
| 1. Using context to deduce the meaning of unfamiliar language. | <ul style="list-style-type: none"> • Root words and grammatical structures that modify meaning: <ul style="list-style-type: none"> ✓ Affixes. ✓ Prefixes. ✓ Suffixes. |

◆ **SPECIFIC INFORMATION OF WORDS IN A GIVEN CONTEXT (REGISTERS).**

| Objectives | Contents |
|--|--|
| 2. Using reference materials to extend their range of language and improve accuracy. | <ul style="list-style-type: none"> • Meaning of words. • Styles and registers. |